

APPENDIX 608

MAXIMUM BENEFIT SEPARATION

A maximum benefit separation recommendation means that a formal determination has been reached through the student performance evaluation process that the student has achieved as much benefit from the Job Corps program as his or her abilities will allow. This type of separation should occur rarely and only be used for those students who have stagnated in their progression despite being appropriately supported.

The request for a maximum benefit separation must be submitted to the Regional Office for review and must be accompanied by supporting documentation. The center must demonstrate the following:

1. What specifically are the areas in which the student is not progressing (e.g., TABE, class work, career technical skill requirements, etc.)?
2. What efforts have been made to assist the student in progressing within academics and/or career technical (e.g., strategies, etc.)?

Next, the center must complete its responses to the checklist on page 2 (Attachment A), complete the summary statement on page 3 (Attachment B), and attach all relevant, supporting documentation, as indicated.

ATTACHMENT A

Recommendation for Maximum Benefit Termination Considerations Checklist

(Please complete the checklist below and attach the center's supporting documentation to it.)

Student Name: _____

Student ID: _____

Yes	No	N/A	Considerations	Discussion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has the student's progress stagnated in the Job Corps program?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If this is a student with a disability, <ul style="list-style-type: none"> • Has the center's disability coordinator been included in the review of student data? 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Is the student receiving accommodations? If the student is not receiving accommodations, why not (e.g., student turned down offered accommodations, IDT not held, etc.)? 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Has the IDT conducted and documented meetings every 45-60 days to discuss the student's progress and/or the need for possible alternate or additional accommodations? 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • If the existing accommodations were not successful, were any changes to the student's accommodations or needs modified based upon recommendation of the IDT? *(If further review is needed, visit or call the Job Accommodation Network (JAN) and/or your regional disability consultant.) 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • If modifications to the accommodation plan were made, did they help the student progress? 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Is this a student with a cognitive disability who has a TABE waiver? 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Is this a student suspected of having a disability? 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Has the center explored any potential opportunities to get the student assessed? If not, why not? 	

Student Name: _____

Student ID: _____

Yes	No	N/A	Considerations	Discussion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Were a variety of instructional and learning strategies used to help the student progress? 	
			<ul style="list-style-type: none"> • Have you included the following required documents with your request? 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Attachments A and B 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • IDT meeting minutes, if a student with a disability receiving accommodations 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Accommodation plan, if a student with a disability receiving accommodations 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • TABE history 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Academic and career technical progress/status (e.g., copies of diplomas, TARs, transcript, etc.) 	

*The Job Accommodation Network (JAN) is a service provided by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). JAN represents the most comprehensive resource for job accommodations available. Visit the JAN site at <http://www.jan.wvu.edu/>.

ATTACHMENT B
Recommendation for Maximum Benefit Separation Summary Statement

Please summarize why the center is requesting a maximum benefits separation for this student. Describe the efforts used to assist this student to progress (e.g., strategies used, supports provided, etc.).

Student Name:

Student ID:
